

Beji Antaboga As A Symbol of Diversity: Tolerance and Integration Embodiment to Social Studies Learning

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Abstract

The writing of this article departs from intolerance problem that still often encountered, such as students who only want to make friends with friends of the same religion, not respecting and appreciating differences between friends and the lack of concern of students for peers. This is expected to be overcome if students learn Beji Antaboga material as a symbol of tolerance in Social Studies Learning. The purpose of this article is to find out the utilization of Beji Antaboga as material in social studies learning. The problems studied in this paper are (1) Why Beji Antaboga can be said as a form of tolerance between religious communities? (2) How to integrate Beji Antaboga into social studies learning? The method used in this research is a literature study, where the required materials/data are obtained from the library, both books, documents, journals, encyclopedias, articles and others. The results showed that Beji Antaboga is a pine forest area where existed different worshipping places for six official religions in Indonesia. It represents a tolerance attitude in Beji Antaboga. The existence of the religious tolerance in Beji Antaboga can be integrated into social studies learning for class IV students, the odd semester on study material about Diversity of Ethnicity and Culture by using a field trip method.

Keywords: Beji Antaboga; Tolerance; Social Studies Learning

Abstrak

Penulisan artikel ini berangkat dari sebuah permasalahan intoleransi yang masih sering dijumpai yakni peserta didik hanya mau berteman dengan teman yang segama, tidak saling menghormati dan menghargai perbedaan antar teman serta kurangnya kepedulian peserta didik terhadap teman sebaya. Hal ini diharapkan bisa diatasi jika peserta didik mempelajari materi Beji Antaboga sebagai simbol toleransi dalam Pembelajaran IPS. Tujuan penulisan artikel ini untuk mengetahui pemanfaatan Beji Antaboga sebagai materi dalam pembelajaran IPS. Permasalahan yang dikaji dalam tulisan ini yaitu (1) Mengapa Beji Antaboga bisa dikatakan sebagai wujud toleransi antar umat beragama? (2) Bagaimana mengintegrasikan Beji Antaboga dalam pembelajaran IPS? Metode yang digunakan dalam penelitian ini adalah studi literatur, dimana bahan/data yang dibutuhkan diperoleh dari perpustakaan, baik buku, dokumen, jurnal, ensiklopedi, artikel dan lain-lain. Hasil penelitian menunjukkan bahwa Beji Antaboga merupakan wilayah hutan pinus yang terdapat area tempat ibadah enam agama resmi di Indonesia, hal inilah yang menunjukkan bahwa adanya toleransi di Beji Antaboga. Adanya toleransi di Beji Antaboga bisa diintegrasikan dalam pembelajaran IPS pada kelas IV semester ganjil dengan materi Keanekaragaman Suku Bangsa dan Budaya dengan menggunakan metode karyawisata.

Kata Kunci: Beji Antaboga; Toleransi; Pembelajaran IPS

Introduction

Indonesia is a country rich of cultural diversities, local languages, races, different ethnicities, religions also rich in other elements. This diversity brings positive impacts such as an ability to express the cultural richness in a unique way. However, on the other hand, this diversity also has a negative impact of potential to create great conflict due to intolerance attitude (Heriawati & Manik, 2023; Riyanto & Lestari, 2020). Intolerance in educational context still occurs as seen from some examples of student behaviors who did not listen to their friends when speaking, intimidate their friends who talk, and only make interactions limited to friends with the same religion (Muslim) (Anggraeni et.al.,2002; Dayanti 2016; Mukhlisin et.al., 2022). Furthermore, such problems like juvenile delinquency, murder, sexual harassment, also rape committed by under-age individuals also increased (Mahendra, 2023). Then, to overcome these problems, a solution that involves education line is required. One solution for it, is by teaching the values of tolerance through education system. By doing so, society is expected to have a better attitude in respecting differences and stop intolerant attitude, thus, the negative impact from diversities can be minimized.

Education plays a very crucial role in assuring existential status of a nation, because education is an effort to improve and develop human resource quality for supporting the sustainable development. Education must have the ability to shape individuals to have better function as a good and optimum member for his/her society, as well as the main tool for teaching tolerance values to the young generation (Sari et.al., 2020; Ramadhani, Nursalam & Madani, 2017). For Elementary Level (Elementary School/MI) and Secondary Level (Junior High School) education curricula, there is a mandatory subject that must be delivered to students, the Social Studies (Ilmu Pengetahuan Sosial in Indonesia term) in accordance to Law Number 20 of 2003 (Mukhlisin, et.al.,2022). Social studies bring benefit in shaping the intellectual, emotional, cultural and social attitudes from students, so they are able to develop their mindsets, attitudes, and behaviours, whether as individual, or community members, citizens of a country, also as the citizens of the world (Budiono & Subiyantoro, 2018).

Through social studies learning in schools, the students are expected able to develop required skills to become citizens who contribute positively in solving problems in their surroundings. This includes type of skills for interacting with their friends (have a respect to their friends, ask for help when needed, have empathy for others or understand other people's feeling) as well as self-control skill (able to manage emotion, able to accept criticism and obeying rules) (Syahputra, 2020). Respect to friends is one solid example of tolerance which must be maintained. Tolerance defines as an attitude of mutual respect and honor every individual that have different view, race, behaviour, ethnicity, religion, language, nationality, or other aspects (Hasana, et.al.,2021; Putri et.al.,2022). A tolerance will be formed as the result of processes and stages where an individual internalizes information from his/her surrounding environment (Widhayat & Jatningsih, 2018). A tolerance attitude in students begins to be formed when the students experience learning process in their school environment. In this learning process, students are given a lesson about diversity and various experiences which able to shape their understanding about the importance of tolerance.

Learning experience for students through social studies learning can encourage growth of tolerance attitude when this learning able to present real examples from the surrounding environment. The tolerance must be reflected into real actions, not only in words or abundant sentences which are difficult to understand by students. One example

of real tolerance can be found in the surrounding environment of Beji Antaboga. Beji Antaboga is a worshipping place accommodates six official religions in Indonesia. This religious place located in the KPH forest of West Banyuwangi, Selorejo Sub-Village, Kaligondo Village, Glenmore District, East Java Province. Within the Beji Antaboga area, tolerance embodiment from the inter-religious tolerance is clearly visible as proven by six worship places for the six official religions in Indonesia that built under the same environment and placed close together to each other. The existence of Beji Antaboga is very relevant to be used as a valuable learning resource in social studies learning. This concrete example provides a real depiction of how religious tolerance can be implemented into a practice, which is in line with the social studies learning concept that focuses on understanding society, culture and its diversity.

The previous research findings showed tolerance attitude in diversities, such as ethnical, cultural and religious diversities is a crucial matter that must be improved (Anggraeni, et.al., 2022). To raise concern or caring behavior from a student to his/her peers, helping each other, and improving their respect to other friends can be attained with the usage of video empathy (Junita, et.al., 2022). Furthermore, students who have a tolerance attitude actually able to improve their learning outcomes (Anwar, 2022). To awaken a tolerance attitude in students, Group Investigation and Sociodrama models can be applied into student's learning process (Amelia et.al.,2021; Wahyuni & Yusuf, 2021). Derived from these considerations, it can be concluded that ingraining a tolerance attitude in students is highly recommended because this attitude can improve critical thinking skill, ability in solving problem, respect to different opinion also able to improve the learning outcomes. There is no research on the usage of Beji Antaboga to be integrated into social studies learning to foster or to nurture a tolerance attitude towards students. Therefore, the purpose of this research is to find out whether the integration of Beji Antaboga in social studies learning could upgrade tolerance attitude among students. The expectation of this study is by integrating Beji Antaboga into social studies learning can make effort in fostering a tolerance attitude towards student goes easier.

Methods

This study is applying a literature study method, where all data are obtained from various sources such as journals, books, and other relevant sources. A literature study is a form of research activity that involving searching, observing, and reading literature in the forms of journals, books, and other sources that are relevant to the research topic to be carried out. Data research was taken from national and international journals collected from May 2 to August 19, 2023. After data has been collected, next step of this study is reviewing and organizing data study according to its relevance to the research topic. The data then will be re-organized to form a research concept. Whereas the concept of this study is based on conclusion drawn from the results of previous researches and aimed to answer how the use of Beji Antaboga approach can be integrated into social studies learning to increase the level of tolerance attitude from the students.

Results and Discussion

1. Beji Antaboga: An Embodiment of Tolerance Among Different Religious Followers

Tolerance derived from Latin word "Tolerantia" which means looseness, tenderness, lightness, and patience (Sodik, 2020). Etymologically, according to Indonesia Dictionary (*Kamus Besar Bahasa Indonesia*), tolerance refers to the attitude or action of giving a space (appreciating, letting, allowing) views (opinions, views, beliefs, habits, behaviour,

etc) to different or contradict with someone's view (Rosyidi, 2019; Taliwuna & Mangantibe, 2021). Tolerance becomes important matter in supporting a harmonious life, where differences are accepted and be valued, even for supporting a minority group in a positive way (Hjerm *et.al.*, 2020; Janmaat & Keating, 2019; Septian *et.al.*, 2023). It describes an attitude to face differences and live in a peaceful coexistence (Verkuyten & Kollar, 2021). Overall, tolerance reflects tolerance, mutual respect, broad-mindedness, harmony, wisdom of mind, and ability in respecting views or opinions of others who differ from their own.

Religious tolerance is a behavior or attitude which reflecting respect to beliefs and habits of other individuals. Tolerance does not force an individual to adopt other people's view and does not force or insist other to accept the belief held by an individual (Cahyaningtyas & Rahayu, 2023). A religious tolerance will be manifested when each individual gives freedom to others to create a harmonious view and provide a sense of security among others. Religious tolerance is a social mechanism to human for responding any religious diversity and plurality. One actual example of religious tolerance is the existence of Beji Antaboga which can be found in the Banyuwangi Regency area. Beji Antaboga became a real symbol of the practice of religious tolerance.

Beji Antaboga is a religious tourism destination located on the slope of Raung Mountain at Pine Forest of Gunung Sari Sub-village, Sumbergondo Village, Glenmore District, Banyuwangi Regency, with an altitude of 400 meters above sea level. From geographical perspective, Beji Antaboga is situated in the middle of beautiful and peaceful pine forest, surrounded by pine trees which provides serenity for visitors, allowing them to carry out their worship through solemnity. In the past, this place was popular as "Sumber Beji Antaboga" since there was a clear spring believed to have a healing property for various diseases. In area of 3 hectares, there are buildings for places of worship as well as symbols of six religions in Indonesia. *Antaboga*, also known as *Anataboga* or *anantaboga* in Javanese and Balinese mythology was a giant snake figure. According to the legend, at the beginning of world creation, *Antaboga* was conducting meditation and then it turned into a turtle known as *Bedawang*. However, other interpretation also arose, where "*Onto*" means a source of Spring, and "*Boga*" means food or happiness. Therefore, it can be concluded that *Antaboga* symbolizes sources of prosperity and happiness (Arfiyani, 2022; Arifianto, 2023; Joyo, 2032; Markus, 2021; Safarani *et.al.*, 2023).

At the beginning, Beji Antaboga was built for Hindu and Buddhist adherents. however, later on, this area was utilized to be able to accommodate other religion adherents, so, not only functions as a place of worship, but also as a place to relax, because visitors allowed to enjoy the comfortable cold atmosphere of the forest. In addition, this area is not only own Beji Ananthaboga Temple, but also a *Surau* (small mosque/prayer room) for Muslim visitors, an altar with Dewi Kwan Im statue for Buddhist and Confucians visitors, as well as other worshipping places such as the hill of Maria Medal of Testament, the hill of Jesus, and the hill of Mary which holds Jesus for Christian visitors. These worshipping places are not too far from one another, so visitors will not get tired when strolling from one worship place to another. All worshipping places are designed in neat arrangement to be sided one to another, creating a beautiful picture of religious and harmonious tolerance in Banyuwangi land. Before entering Beji Antaboga, visitors must know and follow some regulations applied in that area. Here, every visitor is expected to respect one another although they have different beliefs. This principle teaches a self-reflection for always uphold and respect each other's religious beliefs, which in turn will be manifested into a religious tolerance. Places of worships in the Beji Antaboga area will be displayed below.



Figure 1. Pura Beji Anantaboga (Beji Anantaboga Shrine)
Source: Captured by the researchers at yukbanyuwangi.co.id



Figure 2. Surau (Muslim's Praying Room)
Source: Captured by the researchers at yukbanyuwangi.co.id



Figure 3. Statues of Buddha and Dewi Kwan Im
Source: Captured by the researchers at afederasi.com



Figure 4. Statue of Jesus

Source: Captured by the researchers at discoverbanyuwangi.com



Figure 5. Patung Bunda Maria

Source: Captured by the researchers at yukbanyuwangi.co.id

2. Beji Antaboga Integration into Social Studies Learning

Social Studies refers to a scientific discipline based on real social phenomenon using an interdisciplinary approach by combining many branches of social sciences which are mutually integrated from sociology, history, geography, economics, politics, law, culture, anthropology and others (Widiastuti, 2017). Social studies field cover various aspects of people's life, delivering social sciences material must be integrated for conveying the whole various disciplines, so students can gain a thorough understanding from their environment. The main objective from social studies learning is developing student's potentialities to make them sensitive to personal also social problems occurred in their society. In addition, another goal of Social Science for students is having a positive mental attitude towards efforts to improve all existing form of inequality. Students also expected to be skillful in dealing with various problems that arise in everyday life, both problems related to themselves and problems affecting society as a whole (Rahmad, 2016; Rosidi & Fitroh, 2020).

In reality, many intolerance problems still occur, thus, social studies learning must be reinforced by strengthening the discussion about tolerance to make bad attitudes such as no respect to others, impose someone's will on others, isolated (do not want to get along) to others, and behave badly to people with different beliefs and other bad attitudes can be minimized. One material in social studies learning that can be utilized to strengthen tolerance is found in Chapter 4, Ethnic and Cultural Diversity, Odd Semester, for Class IV students. In Chapter IV, the material can be added with explanation regarding forms of ethics and cultural diversities along with the ways to respect diversity in society. To create a more meaningful social studies learning, it can be associated with Beji Antaboga as a symbol of inter-religious tolerance.

Social studies learning activities associated with Beji Antaboga must be adapted to the learning objectives. To have a fully utilization of Beji Antaboga as a learning material, students can be invited to visit Beji Antaboga site to conduct a fun activity which approached by a field trip method. The field trip method is a method used by teachers for bringing students to the field of study (factories, rice fields, museums, historical sites, etc) to see directly the process or matters that being studied (Bola, 2020). The field trip method also known as a study tour is an approach to the learning and teaching process in which students are guided by teachers to visit certain locations with an establishment of learning objectives prior to it (Suridah *et.al.*, 2019). Field trip or study tour is a teaching technique that gives student involvement to activity out of the classroom environment for observing and experiencing situations or events related to the subject matter (Nasution, 2018). Thus, the field trip method can be interpreted as a learning approach in which students are given the opportunity to understand the concept of learning by visiting places that are relevant to the objectives and learning content.

Implementation of field trip in social studies learning required teachers and students to visit Beji Antaboga where the students are expected to understand the instructions delivered by teachers. Teachers will give instructions regarding what phenomena that participants/students will see at Beji Antaboga and then put these facts in written form. The students will be divided into six groups with tasks to see in detail of each worship place for each religion in Beji Antaboga. The result of searching activity conducted by each group of students will be put into a written form and then will be presented and be given responses by other students. Result will be performed in a form of presentation from each group of students that must conclude everything they have been learned from the subject material obtained through the field trip method. The conclusion made by students were then strengthened by the teachers who emphasize that forms of religious tolerance could be seen in the environment around the students, where in this occasion is found in the Beji Antaboga area since there are six worship places for six different religions communities existed.

Application of field trip model to social studies learning could bring out the positive impact of creating students who will be more active in learning and able to achieve the learning objectives given by the teacher (Amelia *et.al.*, 2022). Students are able to experience new perspectives where at the same time also attain actual information that unable to be obtained in the classroom environment (Rosidi & Fitroh, 2021). Through field trip activities, students experienced high interest and high motivation, moreover, benefit from field trip is not only limited to that, but also an improvement to their critical thinking skills (A'yun *et.al.* 2022). By integrating material about tolerance taught in textbooks and then applying this knowledge in real situation, such as a visit to Beji Antaboga, students are able to be better in developing their critical thinking skills. As a result, students will achieve satisfying and meaningful learning outcomes.

Conclusion

A tolerance attitude must be guided to keep resounding in Indonesia, because it is one of many personality facets from Indonesia as a great nation. Indonesia as a rich country of culture, race, language, religion, and other elements, inevitably will hover to intolerance clashes. Therefore, social science as a compulsory subject taught to students carries an obligation to strengthen this tolerance attitude. The tolerance attitude related to social studies learning is conveyed in material topic of Ethnic and Cultural Diversity, Odd Semester for Class IV. To obtain a meaningful learning and increase the student motivation, the teacher can use a field trip or study tour method by choosing location of Beji Antaboga since in this area existed places of worship for six official religions in Indonesia as a solid example of religious tolerance among different religion adherents. The choice of Beji Antaboga as a field trip destination must be adapted to social studies learning material to make the learning objectives related to intolerance avoidance can be achieved.

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